

## Peer and Self assessment strategies – a start!

*This gives a starting point for cataloguing strategies which promote peer and self assessment. Please feel free to add and select!*

*NB. Tasks listed under 'Self-evaluation' are usually done as an individual task; however, many can be done with a partner and/or in a group. Several tasks could fit under more than one heading ...feel free to move them around!*

### SELF EVALUATION TASKS

#### A: Personal reflection

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Reflection / Self assessment – generic prompt questions	<ul style="list-style-type: none"><li>•This helps the student to focus on specific aspects of learning and means that they don't miss anything out</li><li>•This provides the student with a scaffold to guide their reflections</li></ul>	<ul style="list-style-type: none"><li>•After a key summative assessment point, students are given a self assessment prompt sheet to reflect on their performance and to identify areas of strength and weakness, They could also be asked to highlight topic areas with which they struggle</li></ul>
2	Reflection time	<ul style="list-style-type: none"><li>•This forces students to think about their learning and their progress. Review and reflection are essential for authentic learning and need to be planned for</li></ul>	<ul style="list-style-type: none"><li>•In the middle of an Art project, students reflect on their own work against the stated learning outcome and revise their plans. They also have the opportunity to ask for support.</li></ul>
4	Reflection – pre and post task	This allows for students to demonstrate prior learning and it enables them to create a baseline from which they can measure progress	<ul style="list-style-type: none"><li>•At the start of a unit of work on Oppenheimer, students make a note of anything and everything they know about Oppenheimer. They review their notes at the end of the unit of work and check to see how accurate they were and what they've learned in the meantime</li></ul>

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
5	Ratings	<ul style="list-style-type: none"> <li>•This is a quick visual prompt and way of a student reflecting on where they are at the start and end of a learning episode</li> </ul>	<ul style="list-style-type: none"> <li>•At the start of a unit of work, students reflect on their level of ability:</li> </ul> <p>Subtraction Can't do 1-2-3-4-5-6-7-8-9-10 can do</p> <p>Excellent for measuring success and raising self esteem ...also, builds in accountability for progression</p>

### *B: Quick non-verbal reflection*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Teacher asks students for their level of confidence	<ul style="list-style-type: none"> <li>•Students can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>•Students respond by standing / sitting / sitting on the floor depending on their level of confidence with a task</li> </ul>
2	Thumbs up / Hands up	<ul style="list-style-type: none"> <li>•This is a very quick diagnostic for the teacher to assess levels of confidence – if the teacher wants to protect the students, they can make their indications with their eyes closed, so it is only the teacher who sees the judgement</li> </ul>	<ul style="list-style-type: none"> <li>•At the end of the lesson, a PE teacher conducts a plenary review of the main objectives of the lesson with students indicating with thumbs up/down or hands wavering in the middle as to whether they believe they met the objectives ...they then discuss one thing they could do next time to improve with a partner on the way back to the changing rooms ...telling the teacher as they leave for their next lesson</li> </ul>
3	Traffic light cards	<ul style="list-style-type: none"> <li>•Another quick visual diagnostic for the teacher ...and also a means by which students can voice an opinion as to their level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>•At the start of a Science lesson, students are asked a key question and they respond to the question by raising red/amber/green cards as to whether they could answer the question with confidence. Throughout the lesson, the students leave the card on their table, changing the card as the lesson progresses (turning the red card face up if they don't understand something at all ...and turning the green card over when they feel confident enough to answer the</li> </ul>


	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
			question. The task is repeated at the end of the lesson.

### *C: Creating own assessments and marking*


	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Use examples of work from anonymous students and ask their peers to suggest ways of improving the work and how they would meet the learning outcomes	<ul style="list-style-type: none"> <li>•Students see what success looks like and explicitly identify the features that make for a good piece of work</li> <li>•Helps moderate shared understanding of standards</li> <li>•Sets benchmarks for target setting</li> </ul>	<ul style="list-style-type: none"> <li>•Students are give some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement</li> <li>•Students are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why</li> <li>•The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level</li> </ul>
2	Students evaluate their own answers	•This enables students to reflect objectively on their work – it is most effective when there is a time-lag between the completion of the work and the reflection point. This is also more effective if the student uses assessment criteria as a checklist	•Before handing in a piece of persuasive writing, students review their own work and suggest the grade they believe they should receive for the work and they identify the evidence to back up their judgement
3	Students develop assessment criteria	•This helps students to get into the whole assessment process – it focuses them on the process of knowing what information/skill needs to be assessed and then devising the means to assess it	•Students in Music are asked to create an assessment task for their colleagues who will demonstrate that they can compose 12-bar blues. They have to identify the assessment criteria ...and in so doing, have to identify the essential ingredients for themselves
4	Ask students to write their own questions on a topic to match the expected learning outcomes and, in	<ul style="list-style-type: none"> <li>•Helps students distinguish between learning objectives and learning outcomes (and how to 'come up with the goods')</li> <li>•Helps students recognise a range of</li> </ul>	•At the end of a topic of work, students generate their own end of topic 'test', with mark schemes using the expected outcomes for that topic and their own books and textbooks as a resource ...their peers have to complete the tests

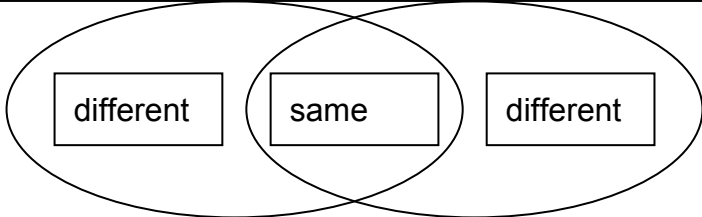
	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
	addition, provide answers to others' questions	alternative appropriate responses	

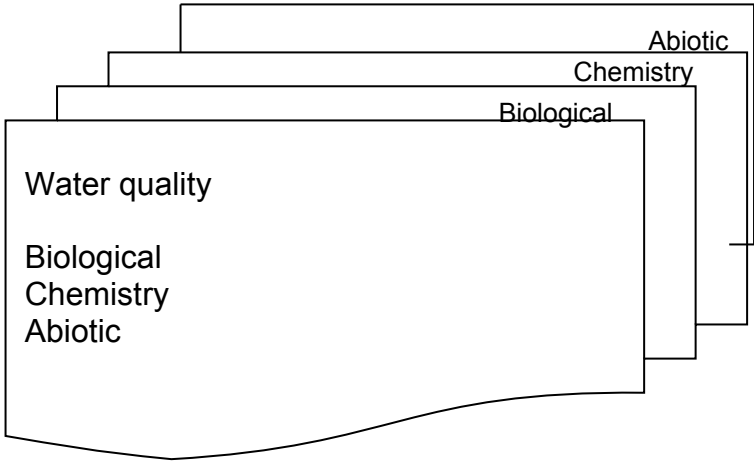
#### *D: Graphic Organisers*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Traffic lights	<ul style="list-style-type: none"> <li>Very effective strategy for seeing improvement and for targeting specific areas of concerns ... rather than focusing on everything, the 'red' areas can be dealt with systematically. It is an excellent 'dipstick' for staff too as it is easy to see. It avoids the trials of writing self assessments and is more fun!</li> </ul>	<ul style="list-style-type: none"> <li>The teacher asks students to 'traffic light' concepts for a particular piece of work. Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'. Work can then be targeted at an appropriate level – OR - Greens can then support ambers and reds. Many red marks mean more in-depth teaching is required.</li> <li>Allows students to give an immediate response in a secure environment</li> </ul> 
2	Webs / Mind maps / Concept maps	<ul style="list-style-type: none"> <li>Lots of information can be summarised very succinctly. They can also be used for giving students 'the 'BIG' picture at the start of a unit and then students can 'traffic light' the web / map at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>Students are asked to summarise what they have learned about the different species of bear</li> </ul>

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
3	Triangles	<ul style="list-style-type: none"> <li>•Students place knowledge and feelings in different areas e.g. what I have seen, heard and done which has helped me learn – this helps inter-connecting senses and emotions</li> </ul>	<p>The organiser is used to breakdown certain types of learning. There are 4 sections to be used creatively. It can support the VAK ideas; students can add questions they would like to ask; it can help the student to think ahead to what else they would like to learn or remember to do next time</p>
4	KWL (What do I Know? What do I	<ul style="list-style-type: none"> <li>•These grids provide the</li> </ul>	

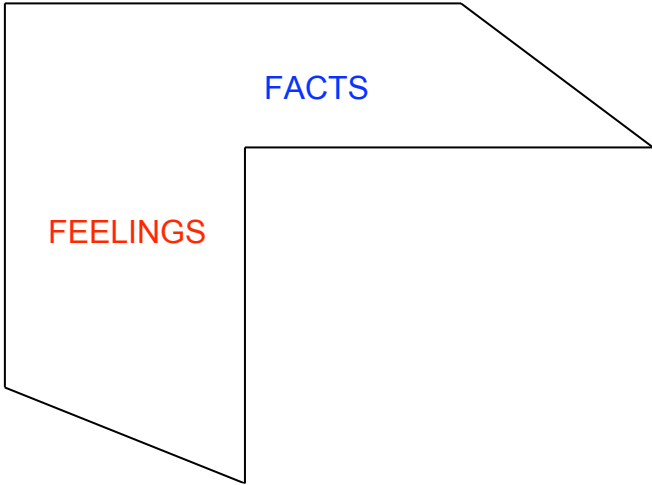
	<b>Strategy</b> <b>Want to learn?</b> <b>What have I learned?)</b>  KWHL is another variation and includes 'How do I want to learn it?'	<b>Key Benefit(s)</b> teacher with information on the students' perceptions and interests. They give the students some ownership of their learning and encourage them to set a learning agenda	<b>Notes + Example of how and where it could be used in a lesson</b> <table><tr><td><b>What we know</b></td><td><b>What We Want To Know</b></td></tr><tr><td>Some things sink, some float</td><td>Do things float in the air like they float in water?</td></tr><tr><td>Light things float better than heavy things</td><td></td></tr><tr><td colspan="2"><b>What We Found Out</b></td></tr><tr><td colspan="2">Some things that are heavier float better than some things that are lighter</td></tr></table>		<b>What we know</b>	<b>What We Want To Know</b>	Some things sink, some float	Do things float in the air like they float in water?	Light things float better than heavy things		<b>What We Found Out</b>		Some things that are heavier float better than some things that are lighter	
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5	Ladders / Washing Line / Continuum / Self audit	These allow students to measure progress and they encourage students to break things down into manageable steps. They can help the student come to a decision by involving him/her in placing learning in a ranking order – which was most important? which have I really understood best?	 <ul style="list-style-type: none"><li>•useful for comparing and contrasting</li><li>•shows interrelations between two elements</li></ul>											
6	Venn Diagrams / Relational Diagrams	<ul style="list-style-type: none"><li>•Useful for comparing and contrasting</li><li>•Shows interrelations between two elements</li></ul>												

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson						
			<div></div> <p>•Students use the Venn diagram to re-arrange information in order to reveal to themselves more clearly similarities and differences. In placing key information on the diagram the pupil is more likely to understand their pattern of learning</p>						
7	PMI	<p>•Encourages pupils to identify what has worked and not worked for their learning (NB. It can also be drawn as a table)</p> <p>(This is one of Edward DeBono's DAT Thinking Tools)</p>	<table><tr><th>+ PLUS</th><th>- MINUS</th><th>Mmm - INTERESTING</th></tr><tr><td></td><td></td><td></td></tr></table> <p>•Students are asked to evaluate a marketing design which a class colleague has created using specific criteria – in groups they spend 1 minute only brainstorming plus/minus/interesting points ...and then make a final judgement</p>	+ PLUS	- MINUS	Mmm - INTERESTING			
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	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
8	Hypercard Stack	<ul style="list-style-type: none"> <li>This allows students to see the interconnected-ness of topics, concepts, skills, etc. It is very similar to Venn diagrams and can also be simulated without a computer using OHTs or library index cards</li> </ul>	 <p>The diagram illustrates a Hypercard stack with four overlapping cards. The top card is labeled 'Abiotic'. The second card is labeled 'Chemistry'. The third card is labeled 'Biological'. The bottom card is labeled 'Water quality' and contains a list: 'Biological', 'Chemistry', and 'Abiotic'. The cards are arranged in a slightly offset, overlapping manner to show how they link together.</p> <ul style="list-style-type: none"> <li>In ICT a computer version allows students to link information in non-linear, visual formats</li> </ul>



	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
9	Flowchart	<ul style="list-style-type: none"> <li>This helps students to structure their thoughts and see a logical progression – in terms of assessment they can be used to walk students through a process</li> </ul>	<p><b>Determine which numbers 1-100 are prime</b></p> <pre> graph TD     Start[Begin with N - 1] --&gt; Add[Add 1 to N]     Add --&gt; List[List all divisors of N]     List --&gt; Divisors{Does N have any other divisors other than 1 and N?}     Divisors -- YES --&gt; Prime[Record the value of N in the prime number column]     Divisors -- NO --&gt; Composite[Record the value of N in the composite number column]     Prime --&gt; Less99{Is N less than 99?}     Composite --&gt; Less99     Less99 -- YES --&gt; Stop[STOP]     Less99 -- NO --&gt; Add   </pre> <p>•In a Maths lesson, a flowchart is used to help students assess which numbers are prime numbers</p>
10	Right Angle Chart	<ul style="list-style-type: none"> <li>These help students to</li> </ul>	

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	<p>separate emotions from facts in a very obvious and visual way. They are very similar to Edward DeBono's 'Thinking Hats' approach which also forces people to think in different ways – in terms of the assessment process, they can help separate the disappointment of not quite achieving the learning outcomes with identifying objectively where the learning gaps are</p>	 <p><b>FACTS</b></p> <p><b>FEELINGS</b></p> <p>Aluminium cans can be recycled</p> <p>There is a finite amount of aluminium in the world</p> <p>Aluminium processing uses a lot of electricity</p> <p>It costs us more to backhaul used cans than we receive for the recycle rebate</p> <p>I am embarrassed for my friends to see me recycling</p> <p>The new landfill site will be in my neighbourhood - Ugh!</p> <p>It feels good to care for the environment</p>

### *E: Journals and Learning Diaries*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Learning Diary	This enables students to plot progress and see what they have completed over a series of lessons ...it also helps prevents the 'what did we do last lesson?' syndrome	•At the end of a unit of work, students reflect on their journey and highlight key learning episodes ...where did they learn the most, where did they have the most fun, etc.
2	Reflective Diary	•This forces students to regularly reflect on their learning – this needs careful scaffolding and modelling in the early stages as students tend to write descriptively rather than reflectively – modelling the language of reflection and building up this vocabulary is essential for success	•At the end of each activity, students are given 2-3 minutes to reflect on three key points: a) Did the task help you to learn? b) Did you enjoy the task? c) What have you learned about yourself?
3	Reflection time	•Providing think time / reflection time / processing time is vital for deep learning	•The teacher uses key thinking skills activities which provoke reflection and the class as a whole spend a whole lesson reflecting on how they learned something. This is part of the Scheme of work and accesses higher-level thinking skills

### *F: Portfolios*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Personal Portfolios -> Digital portfolios	•Students have examples of their work at different points and stages of evolution. They can see the progress and explain the differences •Digital portfolios are easy to store and access	•Students compile a series of WORD files of their own annotated pieces of work in English at different levels



## PEER EVALUATION TASKS

### *G: Creating assessments for others, tests, marking and feedback*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	Students mark peer work and suggest ways to improve  (either with and without giving them the answers!)	<ul style="list-style-type: none"> <li>•Students see what success looks like and explicitly identify the features that make for a good piece of work</li> <li>•Helps moderate shared understanding of standards</li> <li>•Sets benchmarks for target setting</li> <li>•If answers are not given students have to find the answers for themselves first ...this promotes research and independent learning</li> </ul>	<ul style="list-style-type: none"> <li>•Students are give some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement</li> <li>•Students are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why</li> <li>•The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level</li> </ul>
2	Ask students to analyse mark schemes and devise their own for a specified task	<ul style="list-style-type: none"> <li>•Students are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls</li> <li>•Helps students recognise a range of alternative appropriate responses</li> </ul>	<ul style="list-style-type: none"> <li>•The whole class evaluate short responses to the 'explain' part of a test question interpreting the data given in a graph or chart. Students make a judgement as to which responses would gain the mark in the test</li> <li>•The teacher sets homework then asks the class what the success criteria will be. Following completion, the work is peer-marked.</li> <li>•The teacher constructs an exemplar copy of each topic test with model answers and shows this to students when returning their test papers, allowing time for pupils to compare their answers to the model ones</li> </ul>

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
3	Encourage students to develop assessment criteria for periodic assessment tasks	<ul style="list-style-type: none"> <li>•Helps students focus on what they need to produce or demonstrate to have their achievement recognised</li> </ul>	<ul style="list-style-type: none"> <li>•As an extension to a starting point activity in a new topic, having found out what students already know ask them to speculate about what they think they might need to learn about next</li> </ul>
4	Post-its	<ul style="list-style-type: none"> <li>•Focuses on thinking about learning</li> <li>•Encourages students to think 'beyond' to the next step.</li> </ul>	<ul style="list-style-type: none"> <li>•Groups, pairs, individuals evaluate learning on post-it notes</li> <li>___What have I learnt?</li> <li>___What did you find easy?</li> <li>___What did you find difficult?</li> <li>___What do I want to know now?</li> </ul>

### *H: Interviews*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
1	<p>Students ask questions of each other</p> <p>(Encourage students to listen to other students' questions and presentation made in class and to ask questions on points that they do not understand)</p>	<ul style="list-style-type: none"> <li>•Students think about what they have not understood</li> <li>•Students publicly acknowledge that they can, and want to, learn from each other</li> <li>•Promotes the idea of collaborative working – 'many brains better than just one'</li> <li>•Can help establish 'working together' protocols</li> </ul>	<ul style="list-style-type: none"> <li>•Whole-class discussion, making conjectures about comparisons of data displayed in two pie charts. Students respond using whiteboards followed by episodes during which successive students add to or refute explanations</li> <li>•Students research different alternative energy resources and make short presentations to the rest of the class about how each one works and its advantages and disadvantages. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate students on the presentation team</li> </ul>
2	Talk partners / Response partners	<ul style="list-style-type: none"> <li>•Gains an overview of learning that has taken place</li> <li>Has an opportunity to change the focus of teaching – if necessary</li> </ul>	<ul style="list-style-type: none"> <li>•Students share with a partner;</li> <li>___ 3 new things they have learnt</li> <li>___ what they found easy</li> <li>___ what they found difficult</li> <li>___ something they would like to learn in the future.</li> </ul>

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson
3	Ask students to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer	<ul style="list-style-type: none"> <li>•Students can evaluate the validity of statements and generalizations and discuss common mistakes and misconceptions</li> <li>•Helps moderate shared understanding of standards</li> </ul>	<ul style="list-style-type: none"> <li>•Students discuss the validity of general statements, and whether they are sometimes, always or never true. eg. multiplication makes numbers bigger, OR if a square and a rectangle have the same perimeter, the square has the greater area, OR <math>2n-3=3-2n</math></li> <li>•Students are shown anonymous answers to a particular test and exam questions and asked to improve or expand on the answer</li> </ul>

### *I: Observation*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson															
1	Observation checklist	<ul style="list-style-type: none"><li>•These can help students to focus on specific aspects of performance. It also provides them with a focussed task to do when evaluating the work of a peer</li><li>It focuses students on learning objectives and outcomes and ensures that their comments are objective and constructive</li></ul>	<ul style="list-style-type: none"><li>•In a MFL lesson, students evaluate each other’s oral presentations</li></ul> <table><tr><th>Criteria</th><th>Student 1</th><th>Student 2</th></tr><tr><td>Uses present tense</td><td></td><td></td></tr><tr><td>Uses past tense</td><td></td><td></td></tr><tr><td>Uses future tense</td><td></td><td></td></tr><tr><td>Informative</td><td></td><td></td></tr></table>	Criteria	Student 1	Student 2	Uses present tense			Uses past tense			Uses future tense			Informative		
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2	Problem-solving checklist	<ul style="list-style-type: none"><li>•This focuses students more on the process of problem-solving and on collaborative group work. It highlights key skills and, as students are aware that they will be assessed against these points, they are more likely to exhibit these behaviours. This is a useful follow-up activity to do after having established ground rules or key skills for peer assessment ...with students working in threes – one person observing</li></ul>	<ul style="list-style-type: none"><li>•After establishing that students need to actively listen, gear comments around the learning objectives and encourage their partners when giving feedback, an observer ‘evaluates’ the feedback</li></ul>															

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson			
		the peer assessment skills of the other two	Criteria	Student 1	Student 2	
			Makes eye contact			
			Picks up on comments and develops			
			Sticks to the objectives			
			Backs up comments with evidence			
			Suggests improvements			
3	Modelling (using exemplars)	•This helps to scaffold the peer assessment process. By slowing it down and talking students through the process, they become better at it	•Students watch a peer assessment feedback session and identify what makes it work			
4	Video	•There is no place to hide!	•Students watch their Business Studies presentations and identify the most effective parts			

### *J: Performance tasks*

	Strategy	Key Benefit(s)	Notes + Example of how and where it could be used in a lesson			
1	Student-led plenary	•Teacher can assess exactly what this particular student / group of students has/have understood and/or learned	•These need careful planning and should not always happen at the end of the lesson			
2	Forum Theatre	•This strategy allows for experimentation in a safe, detached and fun environment. Improvement suggestions are made not as criticisms but as alternatives	•In a PHSE lesson, students explore different responses to a bullying incident – at the end of the session, they decide on the most effective approach and all try it out as a role play with a partner after having seen it being modelled			

Based on:

•**Strategies for peer and self assessment** - KS3 AfL Folder – Unit 5 — Handout 5.4



- **Self-Assessment** - encouraging and enabling teachers to use assessment to promote and monitor learning for the benefit of the pupils – AAIA North East Region Publication – available at: <http://www.aaia.org.uk/pubs.htm>
- **A Collection of Assessment Strategies** – Alaska Department of Education ([www.educ.state.ak.us/tls/frameworks](http://www.educ.state.ak.us/tls/frameworks))

For more ideas see:

- **Active Assessment – Thinking, Learning and Assessment in Science** – David Fulton Publishers – ideas applicable across all subjects!